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ABSTRACT

This publication from the Department of Defense Education Activity (DoDEA) is designed to inform parents about the department's Grade One curriculum standards in four major areas: language arts/reading, mathematics, science, and social studies. The integrated language arts/reading standards include instruction in phonics to assist students in decoding letter combinations and words in a variety of contexts. Students will know a basic sight vocabulary. They will read for details in a selection and identify the main idea in a selection. They will compose as a means of communication and as a learning tool across the curriculum. They will identify characters, plot, setting, and theme in literature heard, viewed, or read. They will give oral reports on information and events. Mathematics students will also use, represent, and explain the concepts, skills, symbols, and vocabulary identified in the mathematics standards. The mathematics standards place a strong emphasis on mathematical concepts and understanding and also support the development of problem solving. Students will be actively engaged in learning mathematics through the use of concrete materials and appropriate technologies such as calculators and computers. Science students will conduct simple experiments. They will be introduced to the process of classifying plants and animals based on simple characteristics. Emphasis is placed on the relationships among objects and their interaction with each other. The social studies standards center on the basic concept of the family. Students will use maps and globes to identify and locate places and geographic features. (KB)

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GRADE ONE

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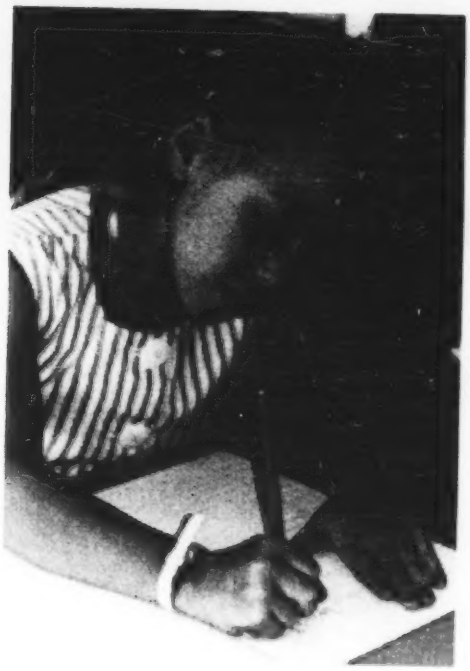

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A PARENT'S GUIDE

Department of Defense Education Activity

PS 030030

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Message From The Director

Dear DoDEA Parents:

DoDEA is committed to providing your children with the best education possible. One of the ways that we intend to accomplish this is with an effective curriculum of high quality. DoDEA has developed rigorous curriculum standards aligned with national guidelines and with the standards of the finest school systems throughout the Nation. Even with the most rigorous curriculum standards, it is the understanding and support of parents that will help make our schools and our students successful. At DoDEA, we want parents to know what educational standards have been established in the four major subject areas of Language Arts/Reading, Mathematics, Science, and Social Studies.

This publication is designed to inform you about what your children are learning in these four major curriculum areas for this grade level. This publication provides you with samples of what students are learning and what they should know and be able to do when they complete this grade. This is only a sample of the complete curriculum standards that are used by teachers to determine instruction in the classroom. To see the entire curriculum in these four areas, consult the teacher or the school principal.

I hope that you find this publication informative in assisting us in the education of your child. Working together we can ensure your child's success now and well into the future.

Ray Tolleson
Interim Director

STANDARDS

To create a world-class education system, DoDEA has developed rigorous and demanding curriculum standards. The curriculum standards specify what students should know and be able to do. DoDEA curriculum standards are based on the content standards produced by the National Council of Teachers of Mathematics, the National Council of Teachers of English/the International Reading Association, the National Research Council's National Science Education Standards and the National Council for Teachers of Social Studies.

Standards are important because they set high levels of learning and performance for all students. The standards also serve as a basis for assessment across the curriculum. They focus on what is important in each curriculum area.

INTRODUCTION

The language arts/reading standards include instruction in phonics to assist students in decoding letter combinations and words in a variety of contexts. Students know a basic sight vocabulary. They read for details in a selection and identify the main idea in a selection. They compose as a means of communication and as a learning tool across the curriculum. They identify characters, plot, setting, and theme in literature heard, viewed, and/or read. They give oral reports on information and events. The social studies standards center on the basic concept of the family. Students use maps and globes to identify and locate places and geographic features.

Mathematics students will also use, represent, and explain the concepts, skills, symbols, and vocabulary identified in the mathematics standards. The mathematics standards place a strong emphasis on mathematical concepts and understanding and also support the development of problem solving. Students will be actively engaged in learning mathematics through the use of concrete materials and appropriate technologies such as calculators and computers. Science students will conduct simple experiments. They are introduced to the process of classifying plants and animals based on simple characteristics. Emphasis is placed on the relationships among objects and their interaction with each other.

GRADE

5

Language Arts/Reading Standards

Reading

Students use phonetic analysis, structural analysis, context clues, and other strategies to help in understanding written material. Students will:

- Recognize likenesses and differences in letters, figures, and letter sequences
- Demonstrate an understanding of letter-sound relationships
- Demonstrate knowledge of a basic sight vocabulary
- Extend vocabulary through word meaning and word play
- Retell a story in sequence, indicating the beginning, middle, and end
- Identify the main idea in a selection
- Read for details in a selection
- Read orally with fluency and expression

Writing

Students use the writing process to compose as a means of communication and as a learning tool across the curriculum. Students will:

- Engage in group writing projects
- Use prewriting strategies when organizing information
- Recognize that print is recorded speech
- Dictate and write stories from personal experiences
- Identify themselves as authors and illustrators
- Use pictures and symbols to convey thoughts
- Use a variety of sentence types or patterns when dictating
- Form letters with control over size and shape
- Spell specific sight words consistently

Listening, Speaking, and Viewing

Students express information orally as well as understand and respond to information heard and seen. Students will:

- Engage in active listening
- Participate as courteous listeners in group activities
- Listen attentively and respond to stories, poems, and directions
- Listen to others' ideas expressed in discussions and conversations
- Give, respond to, and follow simple instructions
- Retell information
- Recount story elements of television, video, radio, and film productions
- Respect turn-taking of other speakers

Literature

Students understand, experience, respond to, appreciate, and choose a wide range of literature. Students will:

- Demonstrate an appreciation of literary forms
- Interpret plays, poems, and stories through discussion or some form of art
- Describe qualities and emotions of characters
- Make connections to personal experiences
- Read/listen for enjoyment to foster an internal motivation for lifelong reading
- Predict outcomes

The English Language

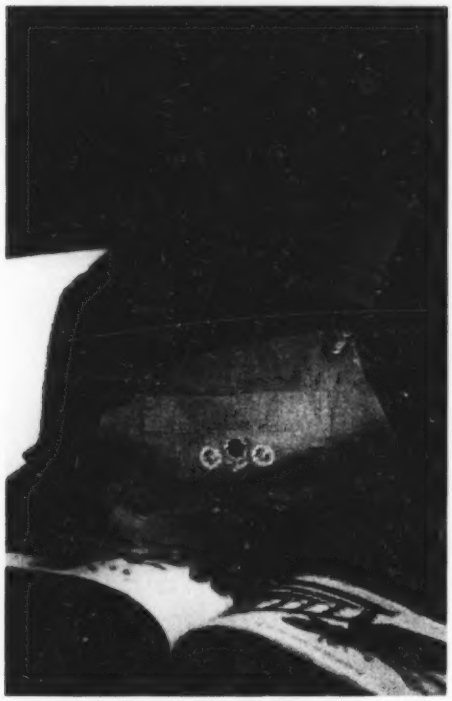
Students show grade-level control of aspects of the English language such as vocabulary, usage, spelling, and mechanics. Students will:

- Adapt language to meet different social and situational needs
- Show evidence of mastery of conventional spelling, using phonetic rules and exceptions
- Understand and respect the cultural diversities in our language

Accessing and Processing Information

Students use language, technology, media, and human resources as learning and communication tools. Students will:

- Use higher order thinking skills
- Apply a variety of study skills to increase learning
- Use parents, community members, peers and/or cross-age tutors as resources for learning
- Use diverse media sources for learning
- Apply thinking and problem solving strategies



Mathematics Standards

Mathematics as Problem Solving

Students should be engaged in problem solving activities so they can show proficiency in being able to:

- Apply strategies of retelling and/or acting out a story problem and explaining and/or justifying their actions
- Sequence everyday events by relating the events to their own experiences
- Join and separate sets of objects to solve problems

Mathematics as Communication

The study of mathematics should include numerous opportunities for communication so students should show proficiency in being able to:

- Use symbols (-, +, =, >, <) and words (less than, more than, equal to, in all, more, less) to demonstrate the understanding of indicated operations
- Write stories that contain mathematical language and operations

Mathematics as Reasoning

Reasoning is throughout the mathematics curriculum so students can show proficiency in being able to:

- Arrange pictures in a logical sequence of events
- Classify sets of objects by common characteristics and provide logical explanations and generalizations for the classifications

Mathematical Connections

Students should have opportunities to make connections so they can show proficiency in being able to:

- Find examples of mathematics in other curriculum areas such as literature, science, art, music, etc.
- Create and reproduce art patterns using different shapes and lines
- Use the calendar to find number patterns, sequences, holidays, and seasons

Computation and Estimation

Students should develop computation and estimation skills so they can show proficiency in being able to:

- Use symbols (+, -, and =) to indicate arithmetic computations
- Perform addition and subtraction operations using numbers up to ten
- Group objects by tens and ones to illustrate two-digit numbers
- Identify, illustrate, and write fractions

Number Sense, Number Operations, and Number Relationships

Students should develop number and number relationships so they can show proficiency in being able to:

- Identify, and write 2-digit numbers when given an illustration or blocks of tens and ones
- Group objects in sets of tens and ones and identify sets in which the zero holds a place
- Count, order, read and write numbers 0 through at least 100

Patterns, Relationships, and Functions

Students should study and explore patterns, relationships, and functions so they can show proficiency in being able to:

- Extend patterns according to characteristics such as color, direction of orientation, size, or shape
- Verbalize and demonstrate patterns in rhythmic chants, rhymes, rhythms and songs, etc.
- Identify patterns to predict the possible results of events
- Solve number sentences with missing numbers

Probability and Statistics

Students should experience data analysis and probability so they can show proficiency in being able to:

- Construct picture and bar graphs from collected data
- Read and interpret bar and picture graphs
- Participate in activities of chance and tally the results

Geometry

Students will study one, two, and three dimensional geometry so they can show proficiency in being able to:

- Identify and make squares, circles, rectangles, triangles, ovals, and diamonds
- Collect and classify pictorial representations of geometric shapes
- Find lines of symmetry in regular polygons

Measurement

Students will have extensive concrete experiences using measurement so they can show proficiency in being able to:

- Measure objects with nonuniform units of length and compare the results with measurements of the same objects with standardized units.
- Compare and arrange objects by size or weight

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Science Standards

Inquiry Skills

Students will conduct investigations using the processes of scientific inquiry. Students will:

- Design and conduct observational investigations to solve a problem or answer a question
- Select and use appropriate tools to collect and record data, measure data, and make observations
- Ask questions about observations, make predictions, and begin to use scientific vocabulary in reporting observations

Physical Science

Students will explore the characteristics of objects, light, heat, and magnetism. Students will:

- Sort objects using observable properties such as color, shape, texture, temperature, size, smell, and weight
- Investigate ways to weigh and measure objects using standard units of measure
- Study sources of light and heat

Life Science

Students will examine the characteristics of organisms, their life cycles, and how they survive in their environments. Students will:

- Investigate living and nonliving things and compare their attributes
- Grow plants and observe all stages of the life cycle
- Compare how the needs of students are similar to the needs of plants and animals

Earth and Space Science

Students will examine objects and changes of objects on the earth and in the sky. Students will:

- Compare different land forms and bodies of water around the school and community
- Investigate the sun as the source of light and heat
- Record daily weather changes in the local environment (examples: sunny, rainy, fog, snow)

Science and Technology

Students will examine and apply simple technologies. Students will:

- Investigate simple technology used in the classroom and home and describe how they help students
- Design a simple device for moving an object and use the device for transporting the object

Science in Personal and Social Perspectives

Students will practice safety, examine types of resources, and describe how environments change. Students will:

- Demonstrate personal and group safety when engaging in science activities
- Demonstrate wise use of limited classroom materials, supplies, and time
- Observe and describe changes in the classroom environment

History and Nature of Science

Students will identify science as a human endeavor. Students will:

- Recognize that science is an activity that students can do in the classroom
- Identify community members who use science in their work

Social Studies Standards

Citizenship

Social studies programs should include experiences that provide for the study of the ideals, principles, and practices of citizenship in a democratic republic, so that the learner can:

- Identify examples of citizens' actions
- Show a concern for the rights and well-being of others
- Describe the need for community protection systems such as police, fire, medical

Culture

Social studies programs should include experiences that provide for the study of culture and cultural diversity, so that the learner can:

- Define vocabulary describing the family structure (e.g., grandparent, nephew, aunt)
- Identify various types of shelters, food, and clothing
- Describe roles, routines, and activities of their own family

Time, Continuity, and Change

Social studies programs should include experiences that provide for the study of the ways human beings view themselves in and over time, so that the learner can:

- Identify sources of personal information about the family
- Know the contributions of family members on the family's history

Space and Place

Social studies programs should include experiences that provide for the study of space and place, so that the learner can:

- Show on a map or globe where the student lives
- Be able to show land and water bodies on the globe
- Know directions (east, south, north, and west)

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Individual Development and Identity

Social studies programs should include experiences that provide for the study of individual development and identity, so that the learner can:

- Know common terms for various types of emotions
- Show a sense of responsibility
- Know the basic human needs of food shelter, clothing, and need to belong

Individuals, Groups, and Institutions

Social studies programs should provide for the study of the interaction among individuals, groups, and institutions, so that the learner can:

- Explain the need for rules
- Learn about community helpers
- Participate in walks or trips to places in the community and relate what has been seen

Production, Distribution, and Consumption

Social studies programs should include experiences that provide for the study of how people organize for the production, distribution, and consumption of goods and services, so that the learner can:

- Describe how we depend upon workers with specialized skills and how this results in exchange of goods and services
- Know the importance of sharing
- Know the concepts of wants and needs
- Know the concepts of savings and money

Power, Authority, and Governance

Social studies programs should include experiences that provide for the study of how people create and change structures of power, authority, and governance, so that the learner can:

- Help to set rules and standards of behavior for the group
- Describe consequences of breaking rules

Science, Technology, and Society

Social studies programs should include experiences that provide for the study of the relationships among science, technology, and society, so that the learner can:

- List various types of pollution and what is being done to save the earth
- Describe how our physical environment influences the types of food, clothing, and shelter a family uses

Global Connections

Social studies programs should include experiences that provide for the study of global connections and interdependence, so that the learner can:

- Develop skills to communicate with individual groups
- Define ideas of cooperation, competition, and conflict in the world society